Application of Formative Evaluation in Nursing Training Courses

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Abstract: Nowadays, the mode of medical teaching has been innovated and developed, the education department has put forward higher requirements and standards for medical training, and it has become the most important task for nursing teachers to construct a perfect formative evaluation mechanism and improve the comprehensive ability of medical students. Nursing training course is a practical and applied subject, and it is also the basic course for students to study. The fundamental goal of nursing training course is to strengthen students' basic nursing ability, which is the basis for medical workers to engage in clinical nursing. It can be seen that it is very important to improve the clinical nursing ability of nursing students.

1. Introduction

Formative evaluation is also called process evaluation, which is mainly aimed at the evaluation carried out during the teaching period. Its purpose is to find and feedback the shortcomings and defects in daily teaching in time, so as to actively integrate and optimize the teaching methods and contents and improve the overall teaching quality. As a new, scientific and perfect educational evaluation mode, formative evaluation realizes the innovation and transformation of using the final examination as the measure of students' learning effect in the traditional teaching process in the past, and the formative evaluation is the same as the current concept of educational reform, which can conform to the development of the times. Therefore, this paper mainly explores the application of formative evaluation in nursing training courses, and makes a review and analysis in order to provide new ideas and methods for nursing training courses teaching.

2. Application of Formative Evaluation and Summative Evaluation II Nursing Training Courses

Cultivating students' good professional quality is the purpose and task of curriculum training, so that they can fully and systematically understand and master the basic theory of nursing, basic knowledge and basic skills. Diagnostic evaluation is mainly aimed at the evaluation before the beginning of the nursing training course teaching activities; the formative evaluation is the evaluation carried out in the nursing training course, which can provide the necessary information feedback for the teaching practice activities at this time; the final evaluation is the evaluation after the teaching behavior of the nursing training course. It can be seen that the differences between formative evaluation and summative evaluation are widely used in most colleges and universities, and the evaluation of nursing training courses is generally applied to summative evaluation, that is, using the one-stop practice as the criterion to evaluate the students' learning effect, so as to neglect the attention to the students' learning process[1]. Nowadays, the development of education in our country is more and more perfect, and the formative evaluation is paid more attention and attention to by more educational experts and scholars, so that the formative evaluation can be applied to the nursing practice course. The final evaluation of each semester is the formative evaluation of the whole course teaching, that is, the formative evaluation of the final evaluation and the formative evaluation is integrated with each other, and the students' learning result is strengthened on the basis of paying more attention and attention to the students' learning process. This requires colleges and universities to realize the importance of formative evaluation, and then apply the formative
evaluation method reasonably in nursing training courses to increase the proportion of their performance accounting, so as to realize the organic combination of final evaluation and formative evaluation. Nursing training courses should increase the proportion of formative evaluation to 50%, and the final examination evaluation should be controlled at 50%, as shown in figure 1.

Figure 1 The organic combination of summative evaluation and formative evaluation

3. The Construction of Formative Evaluation Mechanism in Nursing Training Courses

Nursing training course is an important channel to cultivate and strengthen students' nursing ability. The nursing practice operation project is formed by many practical operation processes. The main body of formative evaluation is student-based, and the main body of evaluation has the characteristics of complexity and variability.

Figure 2 Nursing training courses

3.1. Evaluation of Nursing Classroom Performance

The evaluation of nursing practice classroom performance is mainly aimed at the formative evaluation mode which is widely used in nursing practice course teaching. Because nursing practice course involves many practical operation contents, such as bed making method, aseptic skill, intravenous infusion and so on, every practical operation item requires students to consolidate and review continuously. Teachers can carry out objective formative evaluation in combination with students'classroom performance, such as attendance, practice status, classroom participation, practical ability and so on. This requires that teachers of nursing training courses can set up student roster for students, so as to let each student sign before class, deal with the situation of being late, leaving early and asking for leave, standardize students' learning attitude, and reduce the occurrence of bad phenomena such as skipping classes and leaving early. At the same time, the teachers of nursing training course can also evaluate the students'dress, discipline, interaction, writing and so on, so as to ensure the effect of classroom teaching and improve the effectiveness of teacher-student interaction Sex[2]. In addition, nursing training course teachers in the classroom teaching, actively play their own guiding and promoting role, ignite the enthusiasm of students to participate in the classroom, enhance the effect of teacher-student interaction, so as to carefully observe the students'classroom performance as one of the important indicators of formative evaluation. Through the formative evaluation of students'classroom performance, it is helpful to ignite students'interest
in learning participation, strengthen students' learning efficiency of nursing training courses, and teachers can grasp the students' learning situation in real time during the period of formative evaluation, and then adjust the contents and progress of classroom teaching, reasonably grasp the teaching rhythm, correct the students' wrong views or methods in learning, etc., which greatly improves the students' practical ability of nursing operation and lays a solid foundation for the students' nursing work in the future.

3.2. Periodic Examination Evaluation of Nursing Training Courses

As an important way to supervise the students' learning and test the students' learning status, after the students finish the stage nursing training course, they can carry out the stage examination evaluation, and at the same time, they can carry out the formative evaluation at the middle of each semester. The evaluation of the periodic examination of nursing training courses should be carried out according to the relevant practical operation scoring standards to ensure that the examination has the characteristics of fairness and scientific nature, and at the same time, it can feedback the teaching quality effect in time, and the teachers can directly feedback the evaluation of the periodic examination to the students, so that the students can realize their own shortcomings through the evaluation results, help the students optimize and change their own problems, and promote the improvement of their learning efficiency. [3]. For this reason, the teachers of nursing training courses can set up the periodic examination for the students in the middle of each semester, and then take the spare bed, aseptic operation, intravenous infusion, cardiopulmonary resuscitation and other learning contents as the important contents of the examination. According to the students' practical operation, the teachers give objective evaluation, and feedback the evaluation results to the students in time, so that the students can realize their own shortcomings, and then change their own learning methods and improve their learning efficiency. Through the evaluation of the periodic examination of nursing training courses, it can help teachers to find out the deficiencies of students' learning and the problems existing in classroom teaching in time, and then to correct them by adopting effective teaching methods, to optimize students' nursing practice ability, to consolidate students' learning foundation and to ensure the teaching quality effect of nursing training courses.

3.3. Evaluation of Experimental Report on Nursing Training Courses

The experimental report is used as the text material to evaluate the students' practical operation ability. The report of practical operation experiment is mainly aimed at the writing of practical operation goal, operation flow, operation content and matters needing attention by each student after the practice operation, so as to help students deepen and review the contents of nursing training course and consolidate the students' learning foundation. After the students submit the experimental report, the teacher will correct the students' mistakes in time, so as to return them to the students in time, so that the students can check and fill the gaps with the help of the experimental report. The inquiry research experiment report is mainly written in small groups, such as reflective notes, learning notes, etc., which are written by each group member in practice, problems faced during theoretical study, solutions and related enlightenment, etc., to cultivate students' ability of analyzing and solving problems, to improve students' self-reflection consciousness and to realize students' self-evaluation[4]. Therefore, the teacher of nursing training course can make a systematic analysis of the relevant training cases put forward by the students, so as to summarize and summarize the relevant theoretical knowledge and practical content in the training cases, and at the same time, consult the relevant materials by means of information, carefully design the contents of nursing training, and finally present the discussion content to the students in the way of experimental report, to help the students make clear the learning goal and learning link, to improve the students' ability of independent learning and independent thinking, and to promote the students' comprehensive development. as shown in Table 1.
4. Conclusion

To sum up, in the teaching of nursing training courses, teachers should realize the importance of formative evaluation, so as to apply it to classroom teaching, actively update their own inherent evaluation ideas, evaluation methods and so on, combine the classroom teaching situation, make a formative evaluation of students' classroom performance, periodic examination, experimental report and so on, so as to facilitate students to understand their own problems in time, and take effective improvement measures to improve the comprehensive level of nursing practice, to ensure the overall quality of nursing training teaching, and to promote the comprehensive development of students.

References


